



St Mary's CE Primary School

Special Educational Needs and Disabilities (SEND) Policy

Our inclusive promise:

Every child belongs, every voice matters and every child will be supported to flourish.

Version: 1

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Report owner	SENDCos
Named SENDCo	Mrs S Cox
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1. Purpose and Scope

This policy sets out how St Mary's CE Primary School identifies, assesses and makes provision for pupils with Special Educational Needs and Disabilities (SEND). It applies to all pupils, staff, governors, volunteers and others working on behalf of the school.

This policy should be read alongside the school's:

- SEND Information Report
- Accessibility Plan
- Admissions Policy
- Equality Information and Objectives
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Complaints Procedure

The policy reflects the requirements of the SEND Code of Practice (2015) and the Children and Families Act 2014. It has been adapted to reflect the needs of St Mary's CE Primary School and the expectations of Stockton-on-Tees Borough Council.

2. Our Inclusive Commitment

At St Mary's CE Primary School, we believe every child is unique, valued and entitled to achieve their full potential.

We are committed to:

- Providing an inclusive learning environment where all children feel safe, respected and able to participate.
- Identifying needs as early as possible.
- Removing barriers to learning and participation.
- Ensuring pupils with SEND achieve the best possible outcomes.
- Working closely with families and external agencies.
- Promoting independence, confidence and wellbeing.

We recognise that children learn in different ways and may require different levels of support at different stages of their education.

Every Teacher is a Teacher of SEND

The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including pupils receiving additional support from teaching assistants, intervention staff or external specialists.

3. Legal and Statutory Framework

This policy has regard to:

- Children and Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- Education Act 1996
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

4. Definition of SEND

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.

Special educational provision means educational provision that is additional to, or different from, that made generally for children of the same age in mainstream schools.

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Important Distinction

Slow progress or low attainment alone does not necessarily mean a pupil has SEND.

Equally, pupils who attain in line with age-related expectations may still have SEND if they require additional provision to access learning successfully.

5. Aims

The aims of this policy are to:

- Identify needs early and accurately.
- Ensure high quality inclusive teaching for all pupils.
- Implement the graduated approach of Assess, Plan, Do, Review.
- Promote independence, wellbeing and positive outcomes.
- Involve children and families in decision-making.
- Ensure staff have appropriate training and support.
- Work effectively with external agencies.
- Monitor and evaluate the effectiveness of SEND provision.

6. Roles and Responsibilities

6.1 Academy Council

The Academy Council will:

- Ensure the school meets its statutory duties under SEND legislation.
- Monitor the quality and effectiveness of SEND provision.
- Ensure adequate resources are available.
- Promote inclusion and equality for pupils with SEND.

6.2 Headteacher

The Headteacher will:

- Have overall responsibility for SEND provision.
- Work alongside the SENDCo and governors.
- Ensure staffing, training and resources support inclusion.
- Promote a whole-school commitment to meeting the needs of pupils with SEND.

6.3 SENDCo

The SENDCo will:

- Oversee the day-to-day implementation of this policy.
- Coordinate provision for pupils with SEND.
- Maintain the SEND register.
- Support staff in implementing the graduated approach.
- Liaise with parents, professionals and external agencies.
- Contribute to EHC needs assessments and annual reviews.
- Monitor provision and evaluate impact.
- Support transition planning.
- Provide advice and training for staff.

6.4 Class Teachers

Class teachers will:

- Be responsible for the progress and attainment of all pupils in their class.
- Deliver high quality, adaptive teaching.

- Identify emerging needs.
- Implement agreed support strategies.
- Work closely with parents and the SENDCo.
- Monitor and review pupil progress.

6.5 Teaching Assistants

Teaching assistants will:

- Work under the direction of the class teacher.
- Deliver agreed interventions and support.
- Promote independence.
- Record and share information regarding pupil progress.

7. Identifying Needs

Identification may be informed by:

- Teacher assessment and observations.
- Parent concerns.
- Pupil voice.
- School assessment data.
- Attendance and wellbeing information.
- Information from previous settings.
- Advice from external professionals.

The four broad areas of need identified in the SEND Code of Practice are:

Communication and Interaction

Including speech, language and communication difficulties and autism.

Cognition and Learning

Including moderate learning difficulties, severe learning difficulties, dyslexia and dyscalculia.

Social, Emotional and Mental Health

Including anxiety, attachment difficulties and social, emotional or behavioural needs.

Sensory and/or Physical Needs

Including hearing impairment, visual impairment, physical disabilities and medical needs.

Factors That Are Not SEND Alone

The following do not automatically indicate SEND:

- English as an Additional Language
- Attendance issues
- Disadvantage
- Bereavement
- Family circumstances
- Looked After status
- Behaviour difficulties not linked to SEND

8. The Graduated Approach

Where concerns remain despite quality first teaching, the school follows a four-stage cycle:

Assess

Information is gathered from:

- Assessment data
- Teacher observations
- Parent views
- Pupil views
- Specialist advice where required

Plan

Outcomes are agreed and provision identified.

This may include:

- Classroom adaptations
- Reasonable adjustments
- Interventions

- Specialist support

Do

Support is implemented.

The class teacher remains responsible for the pupil's learning and progress.

Review

Impact is reviewed with:

- Parents
- Pupils
- Staff
- Professionals where appropriate

Future provision is planned according to outcomes achieved.

9. SEND Support

A pupil will be placed on SEND Support when they require provision that is additional to or different from that provided for most pupils.

Provision may include:

- Adaptive teaching
- Visual supports
- Structured interventions
- Small group work
- Specialist resources
- Assistive technology
- Additional adult support
- Environmental modifications

SEND Support Plans will be reviewed at least termly.

Pupils may be removed from the SEND Register if they no longer require special educational provision.

10. Education, Health and Care Needs Assessments and Plans

Where a pupil continues to experience significant difficulties despite targeted support and graduated intervention, the school may request an Education, Health and Care (EHC) Needs Assessment.

Evidence may include:

- SEND Support documentation
- Progress records
- Assessment information
- Parent and pupil views
- Reports from external agencies

Where an EHC Plan is issued, the school will use its best endeavours to secure the provision specified.

EHC Plans are reviewed annually, with pupils and families being fully involved in the review process.

11. Working with Pupils and Families

We believe successful outcomes are achieved through positive partnership.

We will:

- Listen to parents and carers.
- Seek and value pupil voice.
- Involve families in planning and reviews.
- Share information regularly.
- Signpost families to support services when needed.

Where appropriate, support may be sought from:

- Stockton SENDIASS
- Health services
- Educational Psychology
- Children's Social Care
- Other specialist agencies

12. Inclusion, Equality and Accessibility

St Mary's will not discriminate against disabled pupils.

We will make reasonable adjustments to ensure children can:

- Access the curriculum.
- Participate in trips and visits.
- Attend clubs and enrichment activities.
- Engage fully in school life.

The school's Accessibility Plan outlines how access to learning, information and the physical environment will be improved over time.

13. Supporting Pupils with Medical Conditions

The school recognises that some pupils have medical conditions that impact learning.

Support will be provided in line with the school's Supporting Pupils with Medical Conditions Policy.

Having a medical condition does not automatically mean a child has SEND.

14. Safeguarding

Children with SEND may face additional safeguarding risks and barriers.

Staff are trained to remain alert to:

- Communication difficulties.
- Increased vulnerability to bullying.
- Social isolation.
- Online risks.
- Difficulties reporting concerns.
- Misinterpretation of behaviour as SEND-related rather than safeguarding-related.

All concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy.

15. Working with External Agencies

The school works with a range of professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Paediatricians
- CAMHS and mental health services
- Sensory Support Services
- Stockton SEND Services

The involvement of specialists is determined by need, not diagnosis alone.

16. Transition

Transition arrangements are carefully planned.

This may include:

- Additional visits.
- Visual supports.
- Transition booklets.
- Meetings with receiving staff.
- Information-sharing between schools.
- Personalised transition plans.

Particular attention will be given to pupils with SEND moving between key stages and settings.

17. Resources and Funding

The school deploys its delegated SEND funding according to identified needs.

Resources are allocated based on:

- Assessed need.
- Expected outcomes.
- Evidence of impact.

Funding decisions do not remove the school's duty to:

- Use best endeavours.
- Make reasonable adjustments.
- Deliver EHC Plan provision.

18. Staff Development

SEND training is planned according to:

- Pupil need.
- School priorities.
- Staff development requirements.

Training may include:

- Whole-school CPD.
- Specialist training.
- Coaching and mentoring.
- External professional support.

19. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Pupil progress data.
- SEND Support Plan reviews.
- Lesson observations.
- Learning walks.

- Parent feedback.
- Pupil voice.
- Attendance information.
- Transition outcomes.

Findings inform future planning and school improvement priorities.

20. Complaints

Concerns should initially be raised with:

1. Class Teacher
2. SENDCo
3. Headteacher

Formal complaints will be addressed through the school's Complaints Procedure.

Parents may also seek advice from:

- Stockton SENDIASS
- Stockton-on-Tees Borough Council SEND Team

where concerns relate to EHC plans, mediation or tribunal processes.

21. Information Sharing, Confidentiality and Record Keeping

The school:

- Maintains accurate SEND records.
- Stores information securely.
- Shares information appropriately and lawfully.
- Complies with UK GDPR and Data Protection legislation.
- Transfers records securely when pupils move schools.

22. Publication and Review

This policy will be:

- Published on the school website.
- Available in alternative formats upon request.
- Reviewed annually or sooner if legislation, guidance or local authority procedures change.

The Academy Council is responsible for approving and monitoring this policy.

Key References

- SEND Code of Practice: 0-25 Years
- Children and Families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education
- Stockton-on-Tees Local Offer
- Stockton SENDIASS

St Mary's CE Primary School is committed to ensuring that every child is valued, included and supported to thrive, regardless of need, background or ability.